

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	<p>Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <p>Document Control Center</p> <p>2014 JAN 22 PM 1:52</p> <p>Texas Education Agency</p> </div>
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Greenville ISD	Vendor ID # 1-756001712	Mailing address line 1 4004 Moulton Street
Mailing address line 2	City Greenville	State TX
		ZIP Code 75401

County- District #	Campus number and name 116-905	ESC Region # 10	US Congressional District # TX-004	DUNS # 159172014
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Primary Contact

First name Barbara	M.I.	Last name Price	Title Executive Director
Telephone # 903-408-4434		Email address priceb@greenvilleisd.com	FAX # 903-457-2575

Secondary Contact

First name Danna	M.I.	Last name Myers	Title Chief Academic Officer
Telephone # 903-408-4428		Email address myersd@greenvilleisd.com	FAX # 903-457-2575

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Donald	M.I.	Last name R. Jefferies	Title Superintendent
Telephone # 903-457-2526		Email address Jefferiesd@greenvilleisd.com	FAX # 903-457-2575
Signature (blue ink preferred)			Date signed January 21, 2014

Only the legally responsible party may sign this application.

701-14-101-018

Schedule #1—General Information (cont.)

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in Implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and Issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the [Amendments](#) section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the Instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Greenville ISD is a school-wide **Title I funded** district that is located about 50 miles northeast of Dallas, Texas. The enrollment in our district is around 4,800 with 17.8% African American; 38.3% Hispanic; 38.6% White; and 5.3% other. About 3,210 or 68.9% of the student population is Economically Disadvantaged and 18% of the student population is Limited English Proficient (LEP). Greenville ISD is in need of a systematic educator excellence program that will improve educator effectiveness on our ten campuses. Greenville ISD needs a supportive program for teachers so that they can prepare students for success and create a more highly skilled and educated workforce. This grant would target the entire timeline of a beginning teacher's career to improve student learning and academic achievement. Our plan would include transforming educator quality and effectiveness through improved and innovative district-level recruitment, preparation, hiring, induction, evaluation, professional development, strategic compensation, career pathways and retention to improve student learning and academic performance.

According to our AEIS and PEIMS data for the last five years, we see a trend that our retention of teachers after five years is lower than we would like to see. Greenville ISD believes that a very supportive and inclusive teacher mentoring and induction program will benefit our teachers and students to reverse this trend and to see improvement in student achievement.

School Year	Beginning Teachers	1-5 Years Experience	6-10 Years Experience	11-20 Years Experience	Over 20 Years Experience
2009-2010	6.6%	30.0%	20.3%	21.7%	21.4%
2010-2011	6.8%	28.9%	21.8%	21.5%	21.0%
2011-2012	4.1%	31.3%	19.0%	24.1%	21.2%
2012-2013	9.1%	26.8%	17.6%	25.9%	20.6%
2013-2014	4.2%	29.8%	18.9%	27.0%	20.1%

Research and reporting by the National Commission on Teaching and America's Future (NCTAF) has led to an understanding that quality teaching is critical to student success and "what teachers know and can do is the most important influence on what students learn". (Mentoring Beginning Teachers – SEDL – Southwest Educational Development Laboratory)

Below are the STAAR – Percent at Phase-in 1 Level II or Above comparison for the 2012-2013 school year. **Greenville ISD strives to increase our academic student achievement to be above the state and region level.**

Subjects	Year	State	Region 10	Greenville ISD	Economically Disadvantaged
All subjects	2013	77%	79%	72%	65%

According to research, among graduating teachers, 22 percent leave in their first three years in the classroom, and nearly 30 percent have left the profession by the five year mark (Darling-Hammond, 2000; U.S. Department of Education, National Center for Education Statistics, 1996). A study of Texas teacher recruitment and retention reported that 19 percent of new teachers leave after only one year in the profession "primarily because they fail to get badly needed professional support" (Texas Center for Educational Research, 1999). Greenville ISD is experiencing some of these same issues.

Greenville ISD hires approximately 30-35 new teachers a year.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Greenville ISD believes that pairing new teachers with a "buddy down the hall" needs to shift to a more formal, comprehensive support system to make new teachers more effective from the start.

Greenville ISD's Educator Excellence Innovation Program would include the following:

- **Recruiting and Hiring** – Greenville ISD would work with Texas A & M University – Commerce to recruit and select new teachers from the highest achieving recent college graduates. Texas A & M University – Commerce has a high performing educator preparation program with a proven record of success. We would attempt to ensure that staffing decisions for instructional based personnel would occur as early as possible so that appropriate recruitment, induction and support services can be provided to potential new hires. We would strive to have most of these decisions made by April of each year.
- **Induction and Mentoring** – Greenville ISD will provide five days of professional development prior to the beginning of school for all new teachers to our district. The mentoring program is of utmost importance to the success of a new teacher not only during the induction year, but in the years to come as the new teacher develops into an experienced, proficient, and effective professional educator. We will provide the professional development to all teachers because we feel that teachers new to our district will need to understand our procedures and our students. A district level professional development will be provided to all new teachers once a month with some guest speakers from our Education Service Center. There will also be professional development for the mentors to guide them through the year-long "mentoring process".
- **Evaluation** – New teachers will be provided an annual summative evaluation based on multiple measures. The mentor teacher will meet with the new teacher each week to provide psychological support and instruction-related support. The mentor teacher will complete a "Beginning Teacher/Mentor Teacher Log" of these meetings. The mentor teacher will conduct six formal observations (three per semester) and complete a "Mentor Progress Report of New Teacher". The campus principal, mentor teacher, and project director will meet with each new teacher once a month for support.
- **Professional Development and Collaboration** - In conjunction with our Education Service Center, Greenville ISD will provide professional development to both the new teacher and the mentor. Mentors benefit by applying cognitive coaching skills with the new teachers by listening, asking inquisitive questions, providing non-judgmental feedback and by reassessing the classroom management. This collaboration will greatly improve the new teacher's performance. Support centers on protecting the new teacher from isolation by providing him or her with moral support and suggesting ways in which to balance the demands and expectations of students, parents, and the school at-large.
- **Strategic Compensation and Retention** – Greenville ISD will create an Educator Excellence Innovation Program that will provide extra compensation for new teachers especially in the area of Bilingual education; math and reading. With the support that will be provided to the new teacher, we will meet our goals of improving student academic performance; increase the retention of new teachers; target the entire timeline of a teacher's career; and promote professional and personal well-being.
- **Career Pathways** – New teachers will develop along a continuum, and develop the knowledge and skills that comprise the complex art of teaching. The main areas of this development will be learner centered instruction; a classroom environment that is conducive to learning; instruction and communication; and professional development. Along this pathway, instructional coaches and mentor teachers along with the principal and project director will help these new teachers to develop in their professional growth over time.

With the funds from this grant, Greenville ISD will be able to achieve all goals and objectives of this initiative. Without the funds, Greenville ISD would not be able to accomplish this innovative program for our teachers and students.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 116-905 Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016 Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)		Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$148,750	\$	\$148,750	\$	\$148,750
Schedule #8	Professional and Contracted Services (6200)	6200	\$5,000	\$	\$5,000	\$	\$5,000
Schedule #9	Supplies and Materials (6300)	6300	\$23,800	\$	\$23,800	\$	\$23,800
Schedule #10	Other Operating Costs (6400)	6400	\$1,500	\$	\$1,500	\$	\$1,500
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$	\$
Total direct costs:			\$179,050	\$	\$179,050	\$	\$179,050
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$
Grand total of budgeted costs (add all entries in each column):			\$179,050	\$	\$179,050	\$	\$179,050

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	\$179,050	\$179,050
Percentage limit on administrative costs established for the program (10%): Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	x .10	x .10
	\$17,905	\$17,905

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 116-905		Amendment # (for amendments only):			
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2	
Academic/Instructional					
1 Teacher			\$	\$	
2 Educational aide			\$	\$	
3 Tutor			\$	\$	
Program Management and Administration					
4 Project director			\$	\$	
5 Project coordinator	1	1	\$55,000	\$55,000	
6 Teacher facilitator			\$	\$	
7 Teacher supervisor			\$	\$	
8 Secretary/administrative assistant			\$	\$	
9 Data entry clerk			\$	\$	
10 Grant accountant/bookkeeper			\$	\$	
11 Evaluator/evaluation specialist			\$	\$	
Auxiliary					
12 Counselor			\$	\$	
13 Social worker			\$	\$	
14 Community liaison/parent coordinator			\$	\$	
Other Employee Positions					
15 Title			\$	\$	
16 Title			\$	\$	
17 Title			\$	\$	
18	Subtotal employee costs:		\$55,000	\$55,000	
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay (\$100 a day X 360 days)	\$36,000	\$36,000	
20	6119	Professional staff extra-duty pay (\$125 a day X 30 days)	\$ 3,750	\$3,750	
21	6121	Support staff extra-duty pay	\$	\$	
22	6140	Employee benefits (30 Mentors/\$1,000/yr; 40 Instr. Coach/\$600/yr.) Stipends	\$54,000	\$54,000	
23	61XX	Tuition remission (IHEs only)	\$	\$	
24	Subtotal substitute, extra-duty, benefits costs		\$93,750	\$93,750	
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$148,750	\$148,750	

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 116-905 Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Support from Education Service Center	<input type="checkbox"/>	\$5,000	\$5,000
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000: \$5,000 \$5,000

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant		
Describe topic/purpose/service:				
Contractor's Cost Breakdown of Service to Be Provided			Year 1	Year 2
1	Contractor's payroll costs	# of positions:	\$	\$
Contractor's subgrants, subcontracts, subcontracted services			\$	\$
Contractor's supplies and materials			\$	\$
Contractor's other operating costs			\$	\$
Contractor's capital outlay (allowable for subgrants only)			\$	\$
Total budget:			\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 116-905

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant		
	Describe topic/purpose/service:				
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2	
	Contractor's payroll costs	# of positions:	\$	\$	
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$	
	Contractor's supplies and materials		\$	\$	
	Contractor's other operating costs		\$	\$	
	Contractor's capital outlay (allowable for subgrants only)		\$	\$	
		Total budget:	\$	\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant		
	Describe topic/purpose/service:				
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2	
	Contractor's payroll costs	# of positions:	\$	\$	
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$	
	Contractor's supplies and materials		\$	\$	
	Contractor's other operating costs		\$	\$	
	Contractor's capital outlay (allowable for subgrants only)		\$	\$	
		Total budget:	\$	\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant		
	Describe topic/purpose/service:				
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2	
	Contractor's payroll costs	# of positions:	\$	\$	
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$	
	Contractor's supplies and materials		\$	\$	
	Contractor's other operating costs		\$	\$	
	Contractor's capital outlay (allowable for subgrants only)		\$	\$	
		Total budget:	\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant		
	Describe topic/purpose/service:				
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2	
	Contractor's payroll costs	# of positions:	\$	\$	
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$	
	Contractor's supplies and materials		\$	\$	
	Contractor's other operating costs		\$	\$	
	Contractor's capital outlay (allowable for subgrants only)		\$	\$	
		Total budget:	\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 116-905		Amendment number (for amendments only):		
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)				
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$5,000	\$5,000	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		\$5,000	\$5,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 116-905

Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized							
#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2	
6399	1	Computer	For Project Coordinator (Yr. 1)	1	\$1,200	\$21,800	\$15,000
	2	iPad	For Project Coordinator (Yr. 1)	1	\$600		
	3	iPad	For Instruction Coaches (Yr. 1)	40	\$500		
	4	iPad	For Mentors (Yr. 2)	30	\$500		
	5				\$		
6399	Technology software—Not capitalized				\$	\$	
6399	Supplies and materials associated with advisory council or committee				\$	\$	
Subtotal supplies and materials requiring specific approval:					\$	\$	
Remaining 6300—Supplies and materials that do not require specific approval:					\$2,000	\$,8,800	
Grand total:					\$23,800	\$23,800	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 116-905		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$1,500	\$1,500
Grand total:		\$1,500	\$1,500

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 116-905

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 116-905										Amendment # (for amendments only):					
Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	275	433	399	365	379	382	345	360	369	303	379	296	275	244	4,804
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	275	433	399	365	379	382	345	360	369	303	379	296	275	244	4,804
Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	14	22	21	19	21	20	20	19	21	21	22	20	21	20	281
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	14	22	21	19	21	20	20	19	21	21	22	20	21	20	281

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Schedule #13—Needs Assessment

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **Greenville ISD Educator Excellence Innovation Program** grant will build awareness among key stakeholders so that all affected personnel groups are supportive of this grant and are critical to the success of this program. Greenville ISD will implement systematic changes to improve our educator effectiveness by fostering open, supportive, and collaborative campus cultures that will lead to improving student performance and academic achievement.

The current mentor/new teacher program is loosely organized and is in need of a well-defined program to meet the needs of our new teachers. Beginning teachers need to develop the knowledge and skills that comprise the complex art of teaching as quickly as possible.

To identify the needs of our beginning teachers and their mentors, instructional coaches, principals, administrators at the district level, a survey was sent to all of this group to determine the following: becoming oriented to the school facility and routines as a new teacher; the importance of providing time within the school day to work and plan together; the importance of a mentor to provide information on the campus culture; the importance of the district to provide additional training in areas of subject content, learner-centered instruction, classroom environment, professional; importance in working with a master teacher; importance in having a mentor teacher or project coordinator observe in your class and offer feedback.

The 2013-2014 new teachers (about 75%) indicated that they needed more time to spend with their mentor. Administrators felt like there needed to be a more formalized plan to help support our new teachers. Central administration feels that someone is needed to organize the program and work with all stakeholders involved.

The needs were prioritized from the greatest need and that need being a Project Coordinator who could organize and work with all stakeholders as a very critical part of this program.

- At the district level, someone is needed to make sure our initiative is organized and runs smoothly to fully implement the goals and objectives of this grant. This person would be a Project Coordinator.
- A formal calendar of events is needed for the week long training; dates during the school year for trainings; and dates for meetings with the mentors and mentees.
- More training needs to be given to our mentor teachers that give them the information to support the new teachers.
- Instructional coaches would be vital to this team approach.
- More classroom management strategies are needed for new teachers.
- More professional development in core content areas is needed for our new teachers to make sure that they are providing the best possible learner-centered instruction so that our students will be successful.
- A critical need is more time for the mentors to spend with the new teachers.
- A formal program such as TxBESS and PACT (Performance-Based Academic Coaching Teams) is needed to fully organize our program.

With the Educator Excellence Innovation Program in place for Greenville ISD, we will be able to impact teacher and student performance.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How implemented Grant Program Would Address
1.	Project Coordinator needed to organize and make sure that the Greenville ISD Educator Excellence Innovation Program is meeting the goals and objectives to fully support the first year teachers and their mentors.	Greenville ISD would hire a Project Coordinator at the beginning of the grant period to fully implement this initiative.
2.	Formalized calendar of events for professional development and trainings for new teachers and mentors.	The Project Coordinator would be able to organize these trainings and meetings so that the grant program would run successfully and meet all goals.
3.	Formalized training for mentor teachers and campus instructional coaches on how to best support beginning teachers in Greenville ISD.	This grant program would be able to give stipends to the mentor teachers and campus instructional coaches to support their work with beginning teachers.
4.	Provide mentor and new teacher trainings and extended time for planning.	Greenville ISD will seek support from our Region Education Service Center to provide mentor and new teacher trainings. Allow planning time once a six weeks.
5.	Recruit highly qualified new teachers	Project Coordinator would work with the Human Resources Department in recruiting new teachers from various universities. Organize local job fair.

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Schedule #14—Management Plan

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Coordinator	Master's Degree in Education; Mid-Management certificate; Principal experience; extensive career working with beginning teachers; understanding the psychological support and instruction-related support beginning teachers need.
2.	External Consultant	Education Service Center consultant with experience in mentoring programs.
3.	University Support Personnel	Teacher education support from local university.
4.	Instructional Coaches	Veteran instructional coaches with Master's Degree in Education to provide support to mentors and new teachers.
5.	Executive Director of Elem. Ed.	Master's Degree in Education, Mid-Management certificate. Experience in overseeing grants.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Hire Project Coordinator	1. Advertise Project Coordinator Position	04/01/2014	04/14/2014
		2. Interview potential candidates	04/16/2014	04/18/2014
		3. Offer position to finalist	04/21/2014	04/21/2014
		4. Projector Coordinator begins with Greenville ISD	04/28/2014	04/28/2014
		5.		
2.	Formalize PD calendar of events	1. Meet with district level committee to determine dates of professional development and meetings	4/22/2014	4/22/2014
		2. Add any additional trainings	05/30/2014	05/30/2014
		3. Add any additional trainings	05/29/2015	05/29/2015
		4.		
		5.		
3.	Trainings (PD)	1. Principal Training	08/07/2014	08/07/2014
		2. Mentor Training	08/08/2014	08/08/2014
		3. New Teacher trainings	08/11/2014	08/15/2014
		4. New Teacher professional development (various)	10/10/2014	08/31/2016
		5. Mentor Training (various)	10/10/2014	08/31/2016
4.	Provide extended times for meeting	1. Mentor/New Teacher planning (once a six weeks)	08/18/2014	08/31/2016
		2. Mentor/New Teacher planning (summers)	07/08/2014	07/07/2016
		3.		
		4.		
		5.		
5.	Recruitment activities	1. Job Fairs - various	04/19/2014	04/17/2016
		2. Hire new teachers In April of each year if possible	04/30/2014	04/30/2016
		3. Work with university to locate new hires	04/01/2014	4/30/2016
		4. Greenville ISD Job Fair	04/05/2014	4/04/2016
		5.		

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Internal monitoring gives our grant program staff an opportunity to ensure compliance and identify best practices; and to identify areas requiring improvement and develop an action plan. The Executive Director of Elementary Education and Student Services will work closely with the Project Coordinator to ensure the program meets the grant specifications in the following areas: needs assessment; innovative practices; open, supportive and collaborative campus cultures; recruitment, preparation, hiring, induction; professional development. Part of the feedback and continuous improvement will include an evaluation of our program to meet the needs of our new teachers and create a career pathway that will lead to the retention of our new teachers.

The campus principals will work with the Project Coordinator to make sure that all mentors are being trained and meeting with new teachers. The principals and Project Coordinator will also meet with the new teachers to determine if they are on the right "track" so that Greenville ISD will see an improvement in student learning and student performance. The Project Coordinator will conduct campus and teacher observations to monitor classroom performance and mentor/new teacher participation. The site visits and meetings will all be documented. Feedback of progress will be shared at monthly meetings with the campus administrators and district level administrators. At any time during this process, it is determined that changes need to be made; the changes will be communicated to the mentors and new teachers by meeting with them and followed up with written communications. These changes will be communicated to all stakeholders....staff, teachers, parents, and members of the community.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A sustainability plan will reflect the commitment on the part of the school district to improve student achievement by fostering supportive and collaborative campus cultures that allow teachers to seek and attain growth. Greenville I.S.D. will continue to build new teacher and mentor relationships guided by the campus principals and district level personnel. Greenville I.S.D. also has an in-house grant writer that can secure funding from private foundations for the continuation of these activities as well as federal funding.

Educating Greenville ISD staff about the goals and benefits of the Educator Excellence Innovation Program will help to coordinate the efforts and maximize the grant funds. Having a Project Coordinator whose full time position is working with the campuses, new teachers, mentors and district level personnel will help to ensure that the project participants are committed to the success of this grant. Showcasing the accomplishments of our new teachers will enhance this program and working to research a best practice sustainability plan will be also in the preliminary plan.

Greenville I.S.D. realizes that the funding for the Educator Excellence Innovation Program will end and will plan accordingly to ensure that the program continues after the grant funding is no longer available. We have developed a New Teacher/Mentoring handbook that addresses our commitment to this worthwhile program and we seek outside funding when this grant ends.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Hours spent by mentors and instructional coaches working with new teachers.	1.	6-8 hours a week – very effective
		2.	4-5 hours a week – somewhat effective
		3.	2-3 hours a week – minimally effective
2.	Professional development hours	1.	All professional development/online activities – very effective
		2.	Most of the professional development/online activities – somewhat effective
		3.	One-half of the professional development/online activities – minimally eff.
3.	Recruitment and hiring activities	1.	Most teachers hired by the end of April – very effective
		2.	A large portion of new teachers hired by the end of May – somewhat eff.
		3.	Several teachers still need to be hired in August – minimally effective
4.	Number of new teachers retained	1.	All new teachers return in August – very effective
		2.	Most of the new teachers return in August – somewhat effective
		3.	Very few of the new teachers hired return in August – minimally effective
5.	Student assessment scores associated with new teachers.	1.	Student assessment scores meet or exceed state standards – very effect.
		2.	80%/student scores meet/exceed state standards – somewhat effective
		3.	70%/student scores meet/exceed state standards – minimally effective

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program evaluation includes accountability and program improvement. The process of evaluation is interwoven throughout the program as part of the support and supervision process. **Data collection will include: document review of mentor and new teacher logs; interview of new teacher and mentors; surveys; lesson plans; observation notes; student assessment results; principal interviews; and Project Coordinator interview.** Once the data is collected, it will be **analyzed and interpreted** collaboratively by the main stakeholders of the grant. We would like to determine to what extent did the mentoring program enhance teaching practices; how well attended were the professional development activities; impact of teacher effectiveness; impact of student performance; impact on teacher retention. These would be organized as following:

- Resources – amount of time available and how it was used; grant funds and how they were used.
- Activities – professional development – learning activities for mentors; learning activities for new teachers. learning activities for instructional coaches and campus administration; ongoing networking activities; attendance for professional development and number of online training participants.
- Reactions – surveys; interviews.
- Knowledge, attitudes, skills and aspirations – what types of changes are structured for learning and application
- Practice changes – improved methods of application and practice – what learning is applied to ensure a rigorous mentoring experience
- End results – outcomes for changes in the program – impact on teacher effectiveness; Impact on student achievement; and impact on teacher retention (how many new teachers will return each year).
- Action plan – any changes that need to be made to the design of the program plan. Problems that arise during the grant implementation will be identified and corrected throughout the year and life of the grant.

Greenville ISD will constantly monitor the effectiveness of this grant.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD will provide a team approach in working with new teachers, the campus mentors, and the principals during the crucial first year of the educator excellence induction system. Greenville ISD believes that this support will give our new teachers the necessary foundation to be successful to further improve student learning.

- Beginning teachers will have five days of **induction** training before the official start of school in a new-teacher in-service program. This Induction training will be to familiarize these new teachers to the workings of the school district; technology training, content area trainings; policies and procedures; classroom management; safety and security. The group of beginning teachers will also work with the Project Coordinator regarding to the start of school.
- The **Project Coordinator** will be responsible for coordinating all efforts of this grant initiative. The Project Coordinator will work with the district level personnel involved in the grant; campus principals; campus instructional coaches; campus mentors; and new teachers. The Project Coordinator will provide pedagogical leadership and the training of campus leaders.
- The **campus mentor** will be selected by the principal to support the new teacher and will play a special role in the development of the beginning teacher. Criteria to be used in selecting the mentors will be the following: understanding of the beginning teacher development; knowledge of formative assessments; willingness to provide feedback and share instructional practices; work collaboratively with effective interpersonal skills; demonstrate commitment to their own professional growth and learning; demonstrate use of best practices in their own teaching; and be a professional role model. The mentor must have at least three years of classroom teaching with an excellent record of promoting student academic performance.
- The mentors along with campus instructional coaches will receive **training** on how to coach beginning teachers and provide ongoing support throughout the first year. This training will include establishing a trusting relationship; planning for learner-centered instruction; problem solving; and emotional support.
- Mentors will receive a **stipend** of \$800 for the year working with one new teacher. Instructional coaches will receive \$1,000 for working with all the mentors on the campus.
- **Mentor/Mentee meetings** will be held once a week with the mentor keeping a log of these meetings. Once a month the Project Coordinator will meet with both the mentor and mentee to check to see how the mentor/mentee relationship is progressing and to check on instructional progress of the new teacher. There are usually four phases of a first year teacher's attitude toward teaching. It is important that the first year teacher understand these phases and work through them.
- **Release time** will be given to the mentor and mentee once per six weeks for planning purposes. This could range from one full day to one-half a day.
- Mentees will also be given release time to **observe** other content area teachers and to discuss with them instructional practices.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD concludes that program design is very important to the success of the new teachers. The components of a successful program include: capable instructional mentors; effective principals; multiple support structures for beginning teachers such as instructional coaches; strong program leader (Project Coordinator); and ongoing evaluation. Multiple observations will take place throughout the school year. The mentors will be trained by the Executive Director of Elementary Education and Student Services on the TxBESS Framework as she is a TxBESS trainer. The framework reflects effective teaching practices and contains the TxBESS Performance Standards and the developmental continuum. The twenty-two standards are divided into four clusters:

- Planning for learner-centered instruction
- A classroom environment that promotes equity, excellence, and learning
- Instruction and communication
- Professionalism

Greenville ISD mentors will observe the first year teacher at least three times a semester and will use a model of "Peer Coaching" adapted from Margarita Calderon, Ph.D., 1990.

The steps in this observation rubric will include the following:

- **Pre-Conference – pre-observation meeting** – mentor and first year teacher will:
 - Establish the purpose of the lesson to be taught using the Greenville ISD curriculum
 - Describe the behaviors of the first year teacher desires
 - Describe the student behaviors or interactions desired
 - Describe the sequence of the lesson
 - Describe lesson concerns
- **Observation**
 - Mentor will observe behaviors and interaction patterns
 - Document behaviors and interaction patterns
- **Data Analysis**
 - Mentor will analyze student and first year teacher behavior
 - Compare behaviors and interaction performed with behaviors and interactions planned
- **Reflection**
 - Mentor will conduct a reflective interview with the first year teacher
 - Describe behaviors observed
- **Problem Solving and Goal Setting – Post-observation meeting**
 - Mentor and first year teacher will:
 - Review what was to be observed
 - Discuss the data
 - Analyze why the behavior/interactions were/were not performed as planned
 - Discuss goals and objectives for growth
 - Close session on a positive note.

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The principal and Project Coordinator will work closely with the mentor and new teacher to determine if progress is being made as a result of these ongoing observations.

The ultimate beneficiary of a comprehensive induction program is the student. A growing body of research shows that students taught by teachers who receive comprehensive induction support for at least two years demonstrate significantly higher learning gains. (New Teacher Center September 2012) Focused, comprehensive induction such as listed above helps teachers get better faster and successful teachers are more likely to stay in the profession.

With this rubric in place for our mentors and new teachers to use, teacher growth should be impacted.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD will use multiple opportunities to evaluate a new teacher to our district. The Professional Development and Appraisal System (PDAS) framework will be used to **formally** assess a first year teacher. The formal process is included in TEC 150.1001 to TEC 150.1010. All new teachers will have a PDAS Orientation that centers on the improvement of student performance through professional development, learner-centered, aligned and high standard of proficiency, teacher growth, improvement, and collaboration. The formal evaluation will be conducted by a certified appraiser. Each teacher is given an Appraisal Calendar. They will also complete a Teacher Self Report, Section I within the first three weeks of school. The Teacher Self Report, Section II and III will be due at the end of the year. The eight domains to be appraised will be:

- Domain I – Active, Student Participation in Learning Process
- Domain II – Learner Centered Instruction
- Domain III – Evaluation and Feedback on Student Progress
- Domain IV – Management of student discipline, instructional strategies, time and materials
- Domain V – Professional Communication
- Domain VI – Professional Development
- Domain VII – Compliance with policies, operating procedures, and requirements
- Domain VIII – Improvement of academic performance of all students on the campus

There will be one formal classroom observation of 45 minutes that is unannounced. Additional walkthroughs and classroom observations will be conducted by the administrators on each campus.

The scoring factors to be included are: critical attributes; quality, and quantity. Critical attributes are included in the framework. Quality includes strength, impact, variety and alignment. Quantity is can you see it?; did it happen?; how often?

Evaluations and evidence of the evaluation that will be included in the Greenville ISD Educator Excellent Innovation Program rubric will include the following:

- PDAS formal evaluation of 45 minutes with a written summary of the evaluation
- Weekly walkthroughs...with cumulative data
- Monthly meetings with the campus principal....with cumulative data
- Student growth will be reviewed with the first year teacher with the campus principal at least twice a semester
- Student evaluations (where age appropriate) can be discussed but not used in a formal evaluation
- Summative annual conference – in writing with relative data. A written summative annual appraisal report shall be shared with the teacher no later than five working days before the summative conference and no later than 15 working days before the last day of instruction for students. The written summative annual appraisal report shall be placed in the teacher's personnel file by the end of the appraisal period. This summative annual conference shall include the formal PDAS evaluation; walkthrough data; monthly meeting data; student growth measures; and student assessment results for the campus.

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With this new initiative, we hope to not have any teacher that would be considered "in need of assistance", but if a teacher is designated in need of assistance, the appraiser (campus principal) in consultation with the teacher, shall develop an intervention plan that includes: the domains that a teacher is in need of assistance; directives or recommendations for professional improvement activities; evidence that is used to determine successful completion of professional development activities; and directives for changes in teacher behavior. Additional support will be given by the Project Coordinator at this time to help intervene with this new teacher.

In addition to the formal PDAS, we will use the *informal evaluations* of the mentors and Project Coordinator. These informal evaluations will include data analysis of student curriculum based assessments, observation data, new teacher self-assessments, and professional development attended.

Greenville ISD uses a team approach to support our new teachers to help them be successful. Teaching is the only profession that requires beginners to do the same work as experienced teachers. With our Educator Excellence Innovation Program, our goal by evaluating these new teachers is to improve teaching performance, increase retention of promising teachers; to promote professionalism and personal well-being, and to increase student performance and student achievement.

Since a beginning teacher must undertake the same load as most teachers, the beginning teacher must be given as much support as possible. These evaluations will be ongoing and shall include the multiple criteria that are related to the program goals and objectives. These measures will make sure that new teachers are moving toward becoming proficient and experienced teachers.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Accelerating the effectiveness of new teachers is very important and the mentor, instructional coach, principal and Project Coordinator play an important role in making this happen. Greenville ISD will select well-qualified mentors to work with new teachers. The mentors will be selected using a rigorous process that involves a variety of evidence and multiple stakeholder input. Criteria are aligned with widely accepted and research-based understandings of effective mentoring practices and characteristics. These well-qualified mentors will greatly support the new teachers within the school week.

It is essential to create a climate of collaboration with well-defined, explicit, and clearly communicated opportunities within the school week for teachers to discuss and share pedagogical strategies. Mentors will need to tailor support to the needs of the beginning teacher based on the Professional Development and Appraisal System domains. Even though these mentor teachers will not be in an evaluative role...they need to fully understand the areas that new teachers will be expected to follow to become excellent teachers. The mentor's role will involve instructive, collaborative and facilitative approaches to mentoring. Mentors will have multiple opportunities to observe and coach their colleagues, design and facilitate mentor professional development and engage in inquiry into their practices. The Project Coordinator and principals will play a vital role in training the mentors to work with the new teachers using the TxBESS model. It is important that the principals communicate with the mentor while respecting the confidentiality of the mentor role.

Effective mentor/beginning teacher interactions and relationships are at the core of a successful mentoring and induction program. Sufficient time will be provided for mentors to meet with their beginning teachers to engage in the improvement of teaching and learning and induction-related activities both during and outside of school time. Where possible, the mentor teacher will be given an **extra 45 minutes a day** to work with the new beginning teacher. During this time, the mentor can be in the classroom to guide the beginning teacher through the ongoing development of responsive curriculum and practices.

Mentors need to support beginning teachers' development to meet the needs of all students and create a respectful atmosphere for a diverse population of students. Mentors will guide the beginning teachers' appreciation for diversity and responsive approaches to instruction during analysis of student work, planning of differentiated instruction and other opportunities as they arise.

Mentors and new teachers will be given opportunities during the school week to collaboratively analyze observation data, develop next steps and together monitor results in an ongoing process designed to improve teaching and learning.

Mentors should take the lead in the mentoring sessions. The mentor and new teacher should spend time learning about each other in building a personal relationship. They should decide when and where they will meet; talk about things that do not pertain to work (news, family history, hobbies, etc.); discuss mentee's strengths and how to enhance growth; identify one to three objectives to work on together; conduct informal networking by introducing the new teacher to other teachers that could possibly be of help to them; share materials; talk about potentially good educational books; and discuss any problems that the new teacher might be having.

Instructional coaches will work with the mentors and new teachers also to give added support to the collaboration between these teachers.

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Effective teachers possess a variety of skill sets that just seem to appear. Effective teachers who have learned how to be extremely reflective are successful. Having the help of a mentor teacher to go through the process of planning, teaching, and reflecting continuously grounds their practice. The reflective phase of the cycle is a means of growth that leads to effective teaching and student success.

Making these accommodations will only prove to help the new teacher in becoming a successful teacher and in turn make our students successful.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 116-905	Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD mentors, instructional coaches and the Project Coordinator will provide training and support to a first year teacher through a coaching model that includes collaborative planning, collecting, analyzing and reflecting on teacher and student data, and setting professional goals. Mentor and teachers engage in a supportive, non-evaluative, learner-centered relationship with a focus on accelerating the development of the beginning teacher's skill while supporting the campus academic goals and vision.

As mentor teachers and coaches assist the beginning teacher in improving their teaching, the mentors and coaches also improve their own professional competency. Mentors benefit by apply cognitive coaching skills with their students such as listening, asking inquisitive questions, providing non-judgmental feedback, and reassessing their classroom management. Mentor training and experiences can build mentor capacity for leadership through structured professional development including training and experience in classroom observation and coaching skills. Mentors become recognized for their valuable knowledge and expertise in these areas and are sought out for various campus and district leadership positions.

In planning for professional development, Greenville ISD is looking at two major kinds of support in helping both the mentors, instructional coaches, and beginning teachers....psychological support and instruction-related support. Psychological support addresses the most immediate personal and emotional needs of teachers new to the classroom. The first year for a beginning teacher can be very overwhelming and stressful. The psychological support protects the new teacher from being isolated by providing the teacher with moral support and ways to balance the demands and expectations of students, parents and the campus. Instruction-related support addresses the beginning teacher's need to navigate their way through multiple tasks and problems. Lesson planning can be very stressful to make sure that all standards are met for the success of students. The program must focus on both instructor practice and professional growth.

Professional Development

August –

- One day TxBESS training for administrators (August 7)
- One day TxBESS training for instructional coaches and mentors (August 8). In addition an overview will be given to the mentors on the program requirements, mentor roles and responsibilities, and any instructional support information.
- New Teacher training – (August 11 to 14) – 4 days of district level training that will include technology training, content area training, ELPS strategies, and school district information.
- One day training for mentors, instructional coaches and new teachers. Introduction of the PACT program. Time allotted for planning between the mentors, coaches and new teachers. This planning time will include developing short and long range plans, discussing classroom management, instructional strategies. Also included will be providing curriculum resources, instructional resources, web resources, etc. There will also be an explanation of expectations for the year.
- New teachers complete self-assessment.

September – May

- Enroll in PACT program and complete *one online training per month*.
- Attend *monthly district-level professional development trainings*. These will include guest speakers from the Education Service Center. Subject areas to be addressed are classroom management; instructional strategies; data analysis; using data to inform instruction; content area trainings; and family involvement.

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- Release time *once a six weeks* for one half or full day to work with mentors, instructional coaches and Project Coordinator.
- Data analysis training. This training is designed to provide information on how to use data to make instructional decisions.
- Mentors will observe new teachers at least three times a semester. There will be a pre-conference, observation, and post-conference. These non-evaluative meetings will be shared with administrators.
- Mentors will model teach for the new teachers also.
- New teachers will be part of Professional Learning Communities on their respective campuses for further support.
- Administrators will work with new teachers as far as their curriculum based assessments that are tied to the school curriculum scope and sequence. They will review these assessments along with the simulation results to work with the new teachers that will be reflected in their formal and informal evaluations.

This program includes training sessions, mentoring services, learning communities, and online support that will be tailored to facilitate each new teacher’s transition into the classroom. These trainings and support services will ensure that all new teachers will be adequately prepared to face the challenges in the real world Pre-Kindergarten to twelfth grade classrooms and to adhere to the state standards for high-quality teaching for the success of Greenville ISD’s students.

The second year of the grant (2015 to 2016) will follow the same timelines.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Mentoring is an individualized process that involves an experienced teacher guiding, coaching, and supporting a beginning teacher's progression into greater levels of competence and confidence. To be an effective and successful mentor, a person must feel some degree of caring, commitment and responsibility. Some experienced teachers who know the culture of the school become mentors as they consider it a professional responsibility and what to help others. Our program will use monetary stipends and release time to help mentors in their dedication in furthering the professional development of individuals new to their roles in education.

All teachers with zero years of experiences in Pre-K through grade 12 will be assigned a mentor. Teachers with one to three years of experience will also be assigned a mentor. The assignment will be made by application and chosen by the Project Coordinator and campus principal. The mentor will have at least three years of classroom experience with a superior record of promoting student academic performance. Mentors can have a maximum of two new teachers a year. The mentor must complete the requirements for each new teacher and ensure that all documents are submitted on time to receive compensation.

In addition to the mentor activity list below, mentors will:

- Complete the mentor application form.
- Willingness to spend time before, during and after school with the new teacher
- Observe new teachers at work
- Provide instructional support
- Model teach for the new teacher
- Provide professional support
- Maintain a confidential relationship with the new teacher
- Be accessible when the new teacher needs help
- Willingness to invest time to develop the necessary mentoring skills
- Maintain a comprehensive mentoring log (documentation forms will be provided)
- Serve as a resource
- Communicate regularly with the campus principal and Project Coordinator
- Model professionalism at all times

Mentor Activity	Compensation
Attend August one day training	\$100
Complete four online mentor training modules	\$200
Provide on-going support to the new teacher throughout the year – documented on the "Beginning Teacher/Mentor Teacher Log"	\$500
Attend monthly district level trainings	\$200
<i>Total possible compensation</i>	<i>\$1,000</i>

Instructional Coach Activity	Compensation
Attend August one day training	\$100
Provide on-going support to mentor and new teacher throughout the year	\$500
<i>Total possible compensation</i>	<i>\$600</i>

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In addition to the instructional coach activity above, coaches will:

- Work collaboratively with the mentors and new teachers to provide support
- Maintain a confidential relationship with the new teacher
- Serve as a resource
- Communicate regularly with the campus principal and Project Coordinator

The mentors must provide the mentoring log in order to receive compensation also. The mentor logs are used to help the campus principal and Project Coordinator to determine common themes that arise that could be addressed through professional development or other resources. These logs are confidential and are used for evaluation of the Educator Excellence Innovation Program.

The mentor and instructional coach must submit a mentor/coach stipend agreement form and any surveys that will be conducted by the district. The mentor/coach stipend will be paid in June of 2015 and June 2016. If a new teacher begins in the middle of the year, the stipend will be prorated for the activities.

This whole part of the program will be overseen by the Project Coordinator to make sure that all documentation is gathered and evaluated throughout the life of the grant.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Understanding why teachers leave the field of teaching is the first step to recruitment and getting teachers to come to our school district. We are located 50 miles northeast of Dallas and our district must compete with the very large districts in an urban setting. Our district also struggles with the fact that these districts are able to pay larger salaries to beginning teachers. We have found that some teachers work in Greenville ISD for a couple of years, then when they have experience they move to a larger district. We have looked at our pay structure and made adjustments two years ago. Our beginning teacher salary is almost in line with the state average at the present time.

In looking at recruitment and hiring, we must also look at what supports we have in place for our new teachers. This is where the Educator Excellence Innovation Program can play a huge role. It will give us the necessary funds to grow and retain teachers within their field. Some of the reasons why teachers leave include: support from school leadership; structures and workforce conditions that convey respect and value; and induction and mentoring programs for new teachers (SEDL, 2001).

Greenville ISD recognizes that the instructional staff is its most valuable resource and places significant importance on the teacher recruitment and hiring process. It is a collaborative process involving teachers, administrators, and central office personnel. Staffing decisions are based on individual school demands influenced by factors such as student needs, staff dynamics, and desired expertise and skills. Cultural diversity has accompanied our changing demographics requiring that there be a minority representation among the staff as well as teachers that are bilingual. Greenville ISD is shifting its recruiting focus from the local community to a geographical area covering most of the state of Texas to increase the size, diversity, and quality of the pool of potential candidates. **Members of our Human Resources Department and campus principals attend university job fairs all over the state of Texas.**

Last year, **Greenville ISD held its first Teacher Job Fair** in April 2013. We will again have this Job Fair in the month of April to recruit possible candidates. We have determined that **we must recruit early** so that we get the best qualified teachers for our schools.

Vacant positions are advertised on our local district website and with our local Education Region Service Center. To help **determine the quality of applicants**, Greenville ISD is working with a company called TeacherMatch. Candidates apply online and complete an online Educator's Professional Inventory (EPI) that uses research-based predictive analytics to provide data about a teacher candidate's ability to grow students before the teacher is hired. The survey is based on national research and entails four domains – teaching skill, attitudinal factors, qualifications, and cognitive ability.

To recap our process:

- Human Resources Department personnel and campus principals attend job fairs all over the state of Texas.
- Greenville ISD holds a local job fair in early April.
- Greenville ISD is partnering with a company to determine the quality of applicants through an online survey that includes four domains.
- Applications are screened at the campus level and central office level to determine appropriate applicants to interview.
- Applicants are looked at in terms of what educator program they attended....whether it was university-based or an alternative program.
- Interview teams include teachers, campus administrators and central office personnel.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The career pathway for a classroom teacher should be a systematic, coordinated approach to recognizing and developing great teachers as they progress through career steps:

- *new teacher*
- *teacher*
- *distinguished teacher as a campus leader*
- *mentor teacher*
- *master teacher as an instructional coach.*

The teachers can accomplish these various levels by collaboration activities, observing teachers or providing pedagogical professional development to other teachers and administrators.

A shift in the role of the teacher came about with the new accountability with NCLB in the early 2000s. Teachers' roles transformed from just a classroom teacher in isolation to one where teachers work in professional learning communities to advance instruction. Teachers became more involved in the school as a whole...the team approach was soon seen to be very effective for student learning and achievement. Restructuring teachers' job and career pathways may hold promise to recruit and retain teachers longer.

The stages above are developed to celebrate the excellent teachers that are accompanied by increased compensation, recognition and professional growth opportunities. Greenville ISD wants to make sure that excellent teachers who stay in the classroom are able to progress in their careers and have opportunities and recognition for their increasing effectiveness.

The following areas are important to the framework of a career pathway:

- Quality instruction
- Goal setting
- Ongoing professional development
- Core values and contributions to the campus/district achievement
- Student learning and achievement
- Student character development and relationships built with teachers working with students
- Teacher advancement
- Teacher recognition

Greenville ISD believes that an investment in our teachers will lead to greater student achievement. One of our belief statements says, "We believe our exceptional staff is the most important resource serving the students of our district". Our district mission statement is "We educate today...you succeed tomorrow". Greenville ISD is truly committed in the development of our teachers as well as our students. Greenville ISD celebrates all of those teachers who are mastering their craft and affecting change from within the classroom and for the benefit of our students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD will not be seeking a waiver.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Greenville ISD will not be seeking a waiver.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD will not be seeking a waiver.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD will not be seeking a waiver.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the funds provided by the Educator Excellence Innovation Program grant, Greenville ISD will be able to hire a Project Coordinator to make sure that the program runs smoothly and will attend to all the details of this program. We have about 30 to 35 either new teachers to the teaching profession or new teachers with fewer than three years' experience each year that are hired. **Without these funds**, Greenville ISD could not hire a person to oversee this program. For an educator excellence program to be successful, we feel that a full time person is needed to be on campuses to help guide the district goals and objectives. Someone needs to be available to help answer the many questions that mentors have in working with new teachers. The Project Coordinator, with many years of administrative experience, will have the expertise to answer and help guide the personnel to ensure that our new teachers are given the best possible innovative practices to help a new teacher with their career along with improving student learning and student assessment performance.

Mentors can be provided a structured stipend that will provide compensation for trainings, new teacher support, and online training. **Without this grant**, Greenville ISD cannot provide funding for our mentor teachers. Greenville ISD wants to provide an open, supportive and collaborative campus culture and the mentor teachers can help to accomplish this with the educator excellence program.

One challenge that Greenville ISD faces is that we are very close to the Dallas area and lose some teachers after a couple of years to the metroplex. We feel that if we have a successful recruiting and mentoring program, more teachers will be vested in Greenville and will stay with our district. If we provide a clear career pathway for our teachers, more teachers would stay with Greenville ISD. With all of this in mind, we feel that this would be a win-win situation for our teachers and students alike.

In review, we need the following that could not be accomplished without these grant funds:

- Someone to oversee and manage the support for our new teachers.
- Release time with substitute pay.
- Compensation for our mentors.
- Professional development

With the grants, we would be about to have a new model of recruitment, hiring, preparation, induction, evaluation, professional development, compensation, career pathways and retention for our new teachers.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD's timeline would be as follows for the Educator Excellence Innovation Program:

Month	Activity
April 2014	Executive Director of Elementary Education and Student Services will coordinate the program with the superintendent, human resources department, curriculum department, and principals
April 2014	Inform all stakeholders
April 2014	Interview and hire Project Coordinator
April 2014	Begin teacher recruitment and hiring
April 2014 to August 2014	Continue teacher recruitment and hiring
May – June 2014	Project Coordinator work with principals on preparing the induction model to be used for the mentors and new teachers. (Select mentors)
August 7 and 8, 2014	Campus principal, mentor, Instructional coach trainings. Go over Mentor/New Teacher Handbook.
August 11 to 15, 2014	New teacher induction In-service
August 2014 to June 2015	Professional development (various throughout the year)
August 2014	Career pathways discussed with mentor teachers, instructional coaches, and new teachers
August –September 2014	Mentors meet weekly with new teachers; conduct informal observations of new teachers
September 2014 – June 2015	Mentors meet regularly with new teachers; monitor the support to be given to the new teachers
August 2014 – June 2015	Project Coordinator will meet once a month with new teachers; will be on campuses once a week to support and monitor mentors and new teachers
August 2014 – December 2014	Formal evaluations will be conducted by the principals with the new teachers
August 2014 to May 2015	Mentors and new teachers will complete online professional development
May 2015	All necessary documentation – mentor logs, new teacher logs, professional development trainings will be turned into the Project Coordinator
June 2015	Compensation will be given to the mentors and instructional coaches in their June paycheck.
June 2015	Evaluation of the Educator Excellence Innovation Program – number of new teachers retained; student academic scores; hours spent by mentors working with new teachers; report from Project Coordinator on effectiveness of this grant; survey results analyzed. Make any necessary changes to program.
June 2015 – August 2016	Repeat timeline.

We feel that this will be a very effective timeline for our Educator Excellence Innovation Program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 116-905

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD's evidence of support from *affected personnel groups* has been seen from the results of a survey completed by current new teachers and mentors. They feel that more release time is needed and this grant will help to pay for substitutes so that the *new teachers and mentor teachers* can plan each six weeks. Support has also been given by the *Superintendent, Human Resources Department, Curriculum Department and campus Principals* to participate in this grant. They see the benefit of improving educator effectiveness in public schools that will improve student performance by fostering open, supportive, and collaborative campus cultures that allow our teachers to seek and attain personal and professional growth within their field of expertise.

A more structured Educator Excellence program is needed in Greenville ISD. The attainment of teaching expertise is a career-long developmental process. New teachers need support and assistance and this support needs to be tailored to fit each new teacher. Every student needs a high-qualified teacher that understands their subject matter and can teach it effectively. There is great support for rigorous professional standards and focus on student achievement guide the improvement of teachers. Our principals' support is crucial to the induction process in addition to the sustained support by mentor teachers. Veteran teachers also improve their skills by working with new colleagues.

As mentioned before, the Greenville ISD Educator Excellence Innovation Program will be based on successful new teacher retention practices that involve mentoring, principal support, teacher collaboration, participation in professional learning communities, and guided reflection. Mentors will receive specialized instruction on coaching a new teacher to use data to drive instruction, reflect on their practice, and to incorporate technology tools. With the added support of the Project Coordinator, the educator excellence program will run smoothly and will have all areas connected for success.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All Greenville ISD campuses will participate in the Educator Excellence Innovation Program. We believe that it is important for all new teachers to participate in a mentoring program no matter what campus a teacher is on. Our Superintendent, Chief Academic Officer, and Principals as well as our teachers believe that this is a very beneficial program for our beginning teachers. At the district level, Greenville ISD will be able to provide an effective teaching and learning process for our new teachers so that our students will improve in their learning and student performance.

Greenville ISD has a high level of economically disadvantaged students and these best practices will help our new teachers to help our students.

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